




*Balanced Assessment System Professional Learning Series*

**#6 Accessibility – Supports and Accommodations for ALL**

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

KARLYNN LARAWAY STATEWIDE SPECIAL EDUCATION ASSESSMENT COORDINATOR

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**TODAY:**

- Understand the differences in the accessibility options
- Review the Accessibility options available
- Determine what students need to access the assessment
- Review resources available to implement the necessary supports for all students

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Recognizing the diverse characteristics and needs of students who participate in the ISAT - the test development members worked together to develop an Accessibility and Accommodations Framework that is sequentially inclusive for all students based on lessons learned about Universal Design. Universal design principles address policies and practices that are intended to improve access to learning and assessments for all students.

The Conceptual Model recognizes that all students should be held to the same expectations for instruction in the standards and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the statewide assessments.

[Usability-Accessibility-and-Accommodations-Guidelines.pdf](#)

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**Universal Tools**

**Embedded**  
 English Dictionary, English Grammar, Expanded Keyboard, Color Overlay, Highlighter, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

**Designated Supports**

**Embedded**  
 Color Overlay, Magnification, Translated Test Directions, Translations (Language), Translations (Stacked), Turn off Any Universal Tools

**Accommodations**

**Embedded**  
 American Sign Language, Braille, Closed Captioning, Screenline, Text-to-speech

**Non-embedded**  
 English Dictionary, Spanish Paper, Thesaurus

**Non-embedded**  
 English Dictionary, Spanish Paper, Thesaurus

**Non-embedded**  
 American Sign Language, Braille, Closed Captioning, Screenline, Text-to-speech

**Non-embedded**  
 Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Screen, Speech-to-text

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### Embedded and Non Embedded

- **Embedded**
  - Supports available to students as part of the technology platform/test administration system.
- **Non Embedded**
  - Supports available to students, provided separately from the technology platform.

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Usability, Accessibility and Accommodations Guidelines – pg 6

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### Accessibility Options

**Universal Tools** - Access features of the assessment that are available to all students based on student preference and selection.

**Designated Supports** – Available for students for whom an adult or team has indicated the need for these supports and the need is documented

**Accommodations** – Available only to students with documentation of the need through a formal IEP plan (these students can also use designated supports).

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## Universal Tools

Access features of the assessment that are available to all students based on student preference and selection.

### Examples of Embedded Universal Tools

Breaks  
Calculator  
Digital Notepad  
Expandable Passages – Mark for review  
Spell check  
Zoom

### Examples of Non Embedded Tools

Breaks  
Scratch Paper  
Thesaurus and Dictionary for ELA PT full writes

Complete list of the Universal Tools available can be found in the UAAG on pages 6 - 8

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## Designated Supports

Available for students for whom an adult or team has indicated the need for these supports and the need is documented

### Examples of Embedded Designated Supports

Color contrast  
Masking  
Text to Speech  
Translations  
Turn off universal tools

### Examples of Non Embedded Designated Supports

Color contrast (printed with different colors)  
Magnification  
Noise buffers  
Read aloud  
Scribe  
Separate setting

A complete list of Designated Supports is available in the UAAG on pages 9 - 15

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## Accommodations

Available only to students with documentation of the need through a formal IEP (these students can also use designated supports).

Accommodations are changes in procedures or materials that increase equitable access during the test. Accommodations generate a valid result for students who need them.

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## Accommodations

**Examples of Embedded Accommodations**  
American Sign Language  
Braille  
Closed Captioning  
Text to Speech

**Examples of Non Embedded Accommodations**  
Alternate Response options  
Calculator  
Multiplication Table  
Print on demand  
Scribe  
Speech to text

A complete list of Accommodations is available in the UAAG on pages 17-21

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## Changes for the 2016 Administration



### Accessibility Resources: 2014-2015 and 2015-2016 Test Administrations

[2016 Accessibility Resources](#)

#### Accessibility Resources

This document provides a reference for implementation of the Accessibility Resources for the 2015-2016 test administration. Items listing the Universal Tools, Designated Supports, and Accommodations show any updates that were made to a resource following the 2014-2015 test administration.

There is a table for each category of Accessibility Resources: Universal Tools (Table 1), Designated Supports (Table 2), and Accommodations (Table 3). Each table identifies whether a given resource was available for the 2014-2015 test administration and/or for the 2015-2016 test administration. Each table also includes details on the updates to the implementation of a given Accessibility Resource. Updates are in red text with each table. Full descriptions of the Accessibility Resources are found in the Usability, Accessibility, and Accommodations Guidelines ([http://www.assessment2015.org/assessment2015.org/Usability\\_Accessibility\\_and\\_Accommodations\\_Guidelines.pdf](http://www.assessment2015.org/assessment2015.org/Usability_Accessibility_and_Accommodations_Guidelines.pdf)). Brief definitions are available [here](#).

- **Universal tools** are accessibility resources that are available to **all** students, based on student preference and direction.
- **Designated supports** are those features that are available for use by **all** students including English Language Learners (ELL), students with disabilities, and ELLs with disabilities, for whom the need for supports has been identified by an educator or team of educators (with parent/guardian and student input as appropriate).
- **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced assessment by generating valid assessment results for students who need them and allowing those students to show what they know and can do. Smarter Balanced members have identified accommodations for students for whom there is documentation of the need for the accommodations in an IEP or 504 plan.

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## Determining what students need to access the assessment



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## Decision Making Process

- Step 1:** Expect students to achieve grade-level academic standards
- Step 2:** Learn about accessibility supports for instruction and assessment
- Step 3:** Identify accessibility support for instruction and assessment
- Step 4:** Administer accessibility supports during instruction and assessment
- Step 5:** Evaluate use of accessibility supports

\*CCSSO Accessibility Manual

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## Step 2 – Learn about accessibility supports

- Accessibility supports provided for students during state assessments must also be provided during classroom instruction, classroom assessments and district assessments.
  - Some instructional accessibility supports may not be appropriate for use on the assessment.
- Help students become familiar with the supports provided through the technology platform so that students are not using these tools for the first time on test day.
- Review the Usability Accessibility Accommodations Guidelines and the FAQ;s

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## Step 3 – Identify Accessibility Supports for Instruction and Assessment

- Student Characteristics - disabilities, language proficiency, accessibility supports used in classroom instruction, assessment to access and perform in academic standards and state tests.
- Classroom instruction and assessment tasks – know what tasks are required in instruction and on state assessments and ways to remove physical and other barriers to students' ability to perform the tasks
- Accessibility policy for the assessment (JAAG)
- Recognize that supports are temporary – like an intervention strategy
  - Continuous monitoring and improvement of accessibility requires educators document how students use accessibility supports, which features are turned off and which features are used by the students to make more informed decisions based on data about the accessibility supports.

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### Step 3 – Identify Accessibility Supports for Instruction and Assessment

- Involve students in the decisions when appropriate
  - It is important for students to understand their needs and learn self-advocacy strategies for success in school and throughout life
- Prior use of accessibility supports
  - Students are most successful with accessibility supports when they have used them prior to testing
  - A support should never be used for the first time on the test
- Accessibility supports for instruction and assessment
  - In some cases supports used in instruction may not be allowed on the test
  - In some assessments, supports may be presented in a way that is different from their variations used during instruction
    - Inform students of the differences in support tools
    - Provide an opportunity to practice using the tools
- Individual test characteristics – types of test questions and responses.
  - Are these similar to classroom assessments?
  - Does the student need to have the opportunity to practice similar tasks prior to testing?

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### Step 4: Administer Accessibility Supports During Instruction and Assessment

- Students must be provided selected accessibility supports during instruction that necessitates their use. A support should not be used solely during assessments
- After decisions have been made about providing supports to meet individual student needs the logistics of providing the accessibility support during district or state assessments must be mapped out.
- Individual Student Assessment Accessibility Profile (ISAAP)
  - Presents a thoughtful and systematic approach to addressing student access needs for the ISAT.
- [ISAAP Tool](#)

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### Student Test Settings in TIDE

Universal Tools, Designated Supports and Accommodations need to be assigned to students in the Test Information Distribution Engine – (TIDE).

Two options for entering student test settings:  
Manual Entry  
Student File Layout

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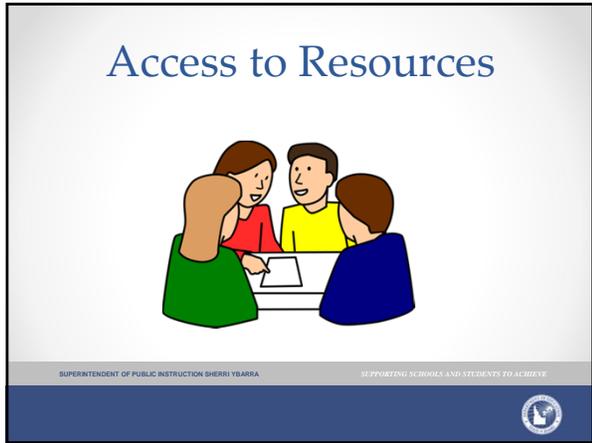
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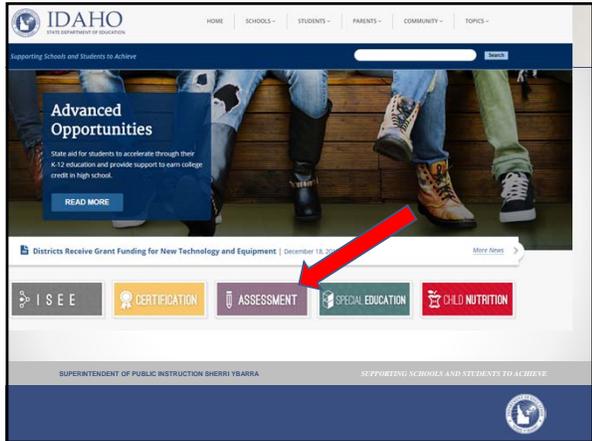
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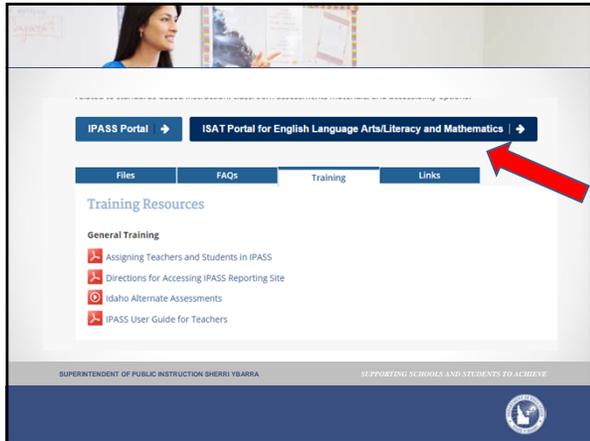
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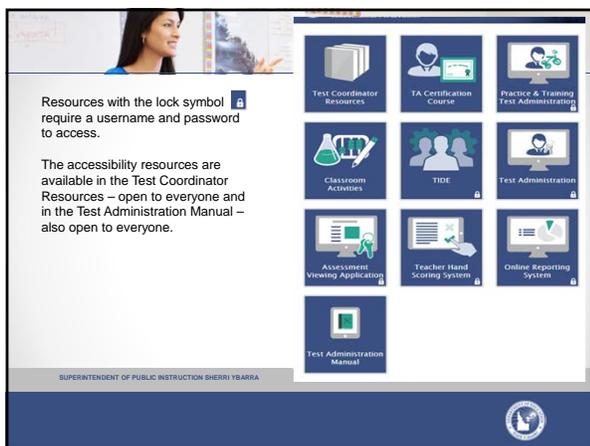
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**Review**

You should now be able to

- Understand the accessibility options for all students
- Determine what accessibility options my students need
- Make the appropriate accessibility options available to my students on the ISAT ELA and Mathematics Assessment
- Locate resources related to accessibility

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**Locations for resources referred to in this webinar**

ISAT Portal [idaho.portal.airast.org](http://idaho.portal.airast.org)

SDE Website: [SDE Assessment Website](http://SDE Assessment Website)

Edmodo User Group: Join Code **ba79wh** (through 1/21/2016)

ISAT Help Desk (1-844-560-7365) [IDHelpDesk@air.org](mailto:IDHelpDesk@air.org)

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**Upcoming webinars in this series**

**# 7 Test Impairments**  
January 21

**Technical Information for the ISAT ELA/MATH**  
January 28

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Upcoming live training

Boise – February 1  
CDA – February 3  
Lewiston – February 4  
Pocatello – February 11

To register  
<https://www.surveymonkey.com/s/1818181>

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